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ABSTRACT

This teaching guide consists of guidelines for conducting a secondary-level course on business principles. Intended as part of an office skills or accounting/data processing program, the course provides the management viewpoint toward the planning and operation of a business. First, the goals and objectives of the course are outlined. Provided next are lesson goals and objectives, teachers' notes and suggested activities, and lists of suggested materials for use in teaching the following topics: the evolution of the economic system, the Canadian economy, business organizations, functions of business, human resources in business, careers in business, government and business, and beginning and managing a small business. Guidelines are set forth for correlating content with support materials. Also included are a brief bibliography and a series of transparency masters. (MN)

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This guide replaces the Business Principles 201 guide of 1971 and the Temporary Revision of 1977, and becomes effective generally in September, 1982. It has been developed as part of the socio-economic cluster of courses designed to provide guidelines for vocational business education.

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RATIONALE

Business Principles 201 is one of the cluster of courses referred to as the socio-economic cluster. It is intended that Business Principles be studied as part of any Office Skills or Accounting/Data Processing program established by a school. This course provides the management viewpoint toward the planning and operation of a business.

Business Principles 201 is normally studied by a cross-section of the student body in a secondary school. It is suited to any student regardless of that student's progam of studies, and to a wide range of student abilities.

Business Principles 201 should be considered redundant to courses in marketing education (particularly Retailing 102, Promotions 202, and Management 302) and should not be included in a marketing program.

Whether studied as part of a business education program or as an optional elective, Business Principles 201 serves students by providing the opportunity to explore the structure of business. As an optional elective, this course would be one opportunity for students to improve their understanding of environments, functions, people, careers, and relationships to government common to business. For personal use and interest, the course deals with how one begins a small business enterprise.

EVALUATION

It is expected that tests would measure the way in which students achieve the objectives listed in the curriculum guide. Business Principles 201 offers opportunities for research projects, field trips, and multi-media presentations, all of which should be structured and the learning experiences tested. Guest speakers from the business community, and the follow-up testing for learning, provide good opportunities for ensuring that students have current information.

Students should experience short answer testing for facts, and essay development for improving the ability to formulate analysis and expression of ideas. The course deals with several units which are natural divisions for major tests.

TIME ALLOTMENT

Business Principles 201 is a one-credit course for secondary schools, and should be studied over a period of 110-120 hours of instruction.

GOALS AND OBJECTIVES

I. Evolution of the Economic System

The student should be able to:

- develop an awareness of the historical development of business activities;
- trace the historical development of business activities;
- understand the relationship between the social and economic development of people;
- relate social and economic development to the historical development of business.

II. Canadian Economy

The student should be able to:

- trace the historical development of the Canadian economy;
- explain the influence of the social factors on the historical development of the Canadian economy;
- explain the impact of the economic factors on the historical development of the Canadian economy;
- explain the political factors that have influenced the historical development of Canadian society;
- explain the physical factors that have influenced the Canadian economy;
- explain the technological factors that have affected Canadian society;
- develop an awareness of the characteristics of the Canadian economy;
- identify and describe the characteristics of the Canadian economy.

III. Business Organizations

The student should be able to:

- develop an awareness of the forms of business organizations;
- identify the forms of business organizations;
- identify and explain the characteristics of each form of business organization;
- assess the suitability and effectiveness of each form of organization for different businesses;
- develop an awareness of the multinational corporations in the Canadian economy;
- identify Canadian multinational corporations;
- identify foreign multinational corporations;
- assess the effect of Canadian multinational and foreign multinational corporations on Canadian business and the Canadian economy.

IV. Functions of Business

The student should be able to:

- define marketing;
- list and define marketing activities;
- explain the cost of marketing;
- describe the importance of marketing to Canadian business and the Canadian economy;
- develop an awareness of the need for and the importance of the production function;
- define production;
- list and define the components of the production function;
- identify and explain the nature and scope of the production function in Canadian business;
- develop an awareness of the need for and the importance of the financial function;
- identify and explain the types of financing;
- identify the major sources of funds available to Canadian businesses;
- identify and explain the nature and scope of the financial function in Canadian businesses;
- develop an awareness of the need for and importance of management functions in Canadian businesses;
- define management;
- identify and describe the functions of management;

- identify and describe the levels of management.

V. Human Resources in Business

The student should be able to:

- develop an awareness of the diversity of human talents and occupations;
- identify the diversity of human talents and occupations;
- recognize the importance of people in all the functions of business;
- develop an awareness of the relationship between methods of compensation and types of work;
- identify and describe the different kinds of compensation;
- identify and describe the reasons for the different kinds and levels of compensation;
- understand that there are many and varied problems associated with employing people;
- identify and describe some common employment problems;
- identify and evaluate the common methods of employee evaluation;
- understand the reasons for the evolvement of labour unions;
- examine the functions of labour unions;
- examine the terms of a labour agreement;
- identify and evaluate the methods used to resolve conflicts betwewen labour and management.

VI. Careers in Business

The student should be able to:

- understand that career preparation is an on-going process;
- assess personal abilities, aptitutes, and possible career interests;
- identify career requisites for various types of business enterprises;
- evaluate the relationship of personal talents and interests to career opportunities in various types of business organizations;
- identify job placement services;
- prepare a personal resumé and a letter of application;
- fill in an application form for employment.

VII. Government and Business

The student should be able to:

- identify and explain the types of government involvement in business;
- give examples of the regulations of government at each level that encourage, restrict, and protect business.

VIII. Beginning and Managing a Small Business

The student should be able to:

- develop an awareness of the economic functions of a small business;
- identify and explain the economic functions of a small business;
- identify the advantages and disadvantages of small businesses;
- discuss the advantages and disadvantages of small businesses;
- identify and explain assistance programs available for small businesses;
- identify and explain the management practices for a small business;
- prepare plans to establish a small business.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. EVOLUTION OF THE ECONOMIC SYSTEM		
A. Historical Development of Business Activities		
The student should be able to:	Have the students discuss and develop a definition of the term <u>business.</u>	<u>BUSINESS</u>: An organization that produces or distributes a good or service OR the sum total of the organized efforts by which people engaged in commerce and industry provide the goods and services needed to maintain and improve the standard of living
1. develop an awareness of the historical development of business activities;	Emphasize that an important characteristic of business is that it is constantly changing. Have students discuss <u>why</u> business should change, and with regard to <u>what</u>.	
2. trace the historical development of business activities.	Discuss and have the students prepare charts and reports on the major world developments in business. Have students trace the evolution of trade and commerce in North America/Canada/Manitoba. Include the importance and impact of the industrial revolution, the harnessing of power the evolution of merchandising, the ideas of economists (such as Marx, Adam Smith), the influence of the electronic era, and the computer age. Have some students prepare project reports dealing with world-wide business; some with North American business; some with Canadian business; and some with Manitoba business evolution. The charts and reports should indicate the changing nature of business and the influence of the types of change on the development of business.	Transparency Master 1, "Influences of Change on Business"

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Emphasize the interaction of business with its multifaceted environment. Discuss how the historical setting of business provides a background for the dynamic functions currently affecting business; environmental factors influencing change on business are social, economic, political, and technological.	Articles in newspapers, news magazines, and business periodicals
B. Social and Economic Development of Humanity The student should be able to: 1. understand the relationship between the social and economic development of people;	Discuss, and have students research, the way in which social evolution is tied to economic growth. Trace the history of people from the time of primitive beings until the present. Have some students assess the evolution of Manitoba's social/economic life.	ECONOMIC DEVELOPMENT OF PEOPLE 1. Primitive people 2. Herdsmen 3. Farmers 4. Craft guilds people 5. Trades people 6. Merchant in transit 7. Commercial centres 8. Electronic age
2. relate the social and economic development of man to the historical development of business.	Refer to the definition of business, the charts, and the reports on the historical development of business. Have the students explain the relationship between the historical development of business and the social and economic development of man.	Encyclopedia Library indexes History/social studies textbooks
	Emphasize that business does not operate in isolation from social, economic, political, and technological developments. Ask each student to bring to class a newsworthy article about an event that has an effect on business. Have the student analyze the article and state if the event will have a short-run or a long-run effect on business. To evoke discussion, ask how specific types of industries (airlines, automobiles, clothing, housing, etc.) will react to the event.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
II. CANADIAN ECONOMY A. Historical Development The student should be able to: 1. trace the historical development of the Canadian economy;	Have the students, through class discussion and research in the library, prepare reports with supporting charts, maps, and tabulations on the historical development in the economy of Canada. Suggested research topics on the development of business in Canada: - Historical development of the following businesses: The Hudson's Bay Company, Eaton's, International Harvester, Massey Harris, United Grain Growers, Pool Elevators, Winnipeg Grain Exchange, etc. - Development of the Canadian Banking System. - Building of and changes in the Canadian Railway System. - Contributions made by entrepreneurs to Canadian business (Ward Air, Eaton's, etc.) Have the students choose one of the following cities/towns and explain what factors made the settlement possible. Describe in detail the products, markets, transportation routes, and size: - Fort McMurray, Alberta. - Lynn Lake, Manitoba. - Leaf Rapids, Manitoba. - Kitimat, British Columbia. - Grand Falls, Newfoundland. - Timmins, Ontario. - Thompson, Manitoba. - Portage la Prairie, Manitoba. - Norway House, Manitoba. - Selkirk, Manitoba.	HISTORICAL EVENTS INFLUENCING THE CANADIAN ECONOMY 1. Early European fisherman and Canada's fishing grounds 2. Exploration by John Cabot in 1497 3. Establishment of Quebec in 1608 4. Fur trade and French fur trading company 5. Growth of settlement and fur trading 6. Hudson Bay Company 7. American Revolution 8. 1800's and agriculture 9. Canal system in Great Lakes 10. Grand Trunk Railway 11. Confederation 12. Canadian Pacific Railway 13. Depression 1873-1896 14. Immigration 1900-1914 15. World War I 16. Depression 1929 to mid 1930 17. World War II 18. Post World War II period 19. Discovery and development of resources (oil, mining, forestry) 20. Growth of manufacturing 21. 1967 - 1979 22. 1980's (inflation, technology) Canada Year Book, available from Statistics Canada, Ottawa, Ontario

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Discuss and have the students prepare research papers on the influence of social, economic, political and technological factors influencing the historical development of the Canadian economy. Trace the movement of population from World War II to the present. Emphasize the population movement from other countries to Canada, between provinces, rural areas to cities, centre of cities to suburbs.	Newspapers Business periodicals Canada Year Book, Statistics Canada, Ottawa, Ontario SOCIAL FACTORS 1. Migration of population 2. Increased education 3. Changed values 4. Human rights 5. Social welfare program 6. Consumerism 7. Desire for personal recognition 8. Increased leisure time 9. Labour 10. (Other)
2. explain the influence of the social factors on the historical development of the Canadian economy;	Emphasize that increased levels of education resulted in demands for more sophisticated goods and services. Discuss the changes in the value system of the Canadian economy: - permissive society replacing authoritarian society; - changing emphasis on work ethic; - increase in crime rates; - increase in money supply and living standards; - increase in consumer goods and demand. Explain the benefits to recreational industries and the managerial problems created from the desire by workers for additional leisure time. Discuss the growth of human rights organizations to investigate and mediate cases of discrimination. List the types and explain the influence of social welfare programs (pensions, medical plans, unemployment insurance, compensation schemes, etc.).	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Discuss the consumer protection movement and how services are provided. Explain the development of individual recognition through the provision of more responsibility and recognition for employees. Discuss the relationship of organized labour to the business environment. Explain that income disparity influences the size of the market for the different kinds of goods and services provided by businesses.	
3. explain the impact of the economic factors on the historical development of the Canadian economy;	Emphasize that small business firms may find it difficult to survive in the presence of large firms with huge resources. Discuss the disappearance of the small independent corner store, and the emergence of the suburban supermarket. Explain the influence of business cycles on the facets of business: production; employment; profits; and prices. Have the students research the growth and influence of consumer credit on business. Trace the trends of history of foreign investment in Canadian business. Have students cite examples of industries dominated by foreign capital.	ECONOMIC FACTORS 1. Income disparity 2. Problems of small businesses 3. Business cycle 4. Growth of consumer credit 5. Foreign investment in Canada
4. explain the political factors that have influenced the historical development of the Canadian society;	Explain the purpose of the Anti-Inflation Board. Have students discuss the concept of inflation and provide reasons for its continued existence. Discuss the purpose of the Foreign Investment Review Act in controlling the amount and direction of foreign capital invested in Canada.	POLITICAL FACTORS 1. Anti-Inflation Board 2. Controls on foreign investment 3. Competition legislation 4. Federal-provincial relations 5. Constitutional change

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Review the Combines Investigation Act and its purpose of prohibiting restrictive trade practices. Discuss the influence of federal-provincial relations on the availability and the use of natural resources. Have the students discuss the possible influences of constitutional change on the development of business.	
5. explain the physical factors that have influenced the Canadian economy;	Discuss the influence of pollution on air, water, and solid wastes and the relationship of pollution issues to business. Have the students debate the need for energy conservation by business. List ways in which energy may be conserved. Explain the relationship between limited resources and the production of goods and services by business. Discuss the Production Possibility Frontier concept ("guns or butter").	PHYSICAL FACTORS 1. Ecology 2. Energy conservation 3. Scarcity of resources
6. explain the technological factors that have affected the Canadian society.	Have the students report on the use of research by business. Ask students to bring to class examples of articles that review research and development common in business. Discuss the importance of computers in assisting business with decision making. Assign a research project on the influence of automation on business.	TECHNOLOGICAL FACTORS 1. Research and development 2. Computers and decision making 3. Automation
B. Present Canadian Economy The student should be able to:	Discuss the varied characteristics of the Canadian economy.	FORMS OF ECONOMIC ACTIVITY 1. Primary industry 2. Secondary industry 3. Tertiary industry

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
1. develop an awareness of the characteristics of the Canadian economy;	Emphasize the forms of economic activity, mixed economy, sizes and types of business firms, shifts in resource bases, and sources of employment. Have students discuss these charateristics of the economy with reference to the Manitoba economy.	<u>COMPONENTS OF MIXED ECONOMY</u> 1. Individualism and economic freedom 2. Right of private property 3. Competition 4. Profit motive 5. Relationship to government
2. identify and describe the characteristics of the Canadian economy.	The following topics are suggested activities for individual students and/or groups of students: - Compile a list of Canadian businesses according to forms of economic activity; - Research for and prepare a paper on the components of the mixed economy in Canada; - Prepare a list of types and sizes of business firms in Canada; - Arrange a panel discussion on the shifting resource bases in Canada; - Prepare a report on sources of employment in Canada. The report should include statistical data related to agriculture, manufacturing, construction, trade, services, other private and public services Discuss the partnership aspect between government and private business.	<u>Canada Year Book</u>, Ottawa, Ontario Report of the Royal Commission on Corporate Concentration (Ottawa: Ministry of Supply and Services, March, 1978) Newspapers Business periodicals <u>Historical Labour Force Statistics</u> (Ottawa: Statistics Canada Annual)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
III. BUSINESS ORGANIZATIONS A. Forms of Business Organizations The student should be able to: 1. develop an awareness of the forms of business organization;	Emphasize and discuss with students the components of the Canadian business structure. Discuss the fact that relatively few people control the greatest share of resources and economic activities. Have students debate/discuss the merits of our mixed economy. Students should consider the allocation of resources, power, and products.	
2. identify the forms of business organization;	Have the students list and give examples of the different forms of business organizations in the local community, in the Province of Manitoba, and in Canada. Prepare, through group discussion, definitions of each type of business organization.	FORMS OF BUSINESS ORGANIZATION 1. Sole proprietorship 2. Partnership 3. Corporation - private - public - crown 4. Cooperative Business Organization, PLEA, available at the Library, Main Floor, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
3. identify and explain the characteristics of each form of business organization;	Have students prepare charts to illustrate the types of business organizations and a comparison of the respective advantages and disadvantages. Post the chart in the classroom and discuss the differences between organization types. Have the students review and prepare a bulletin board display of the forms, and procedures required to establish the various types of business organization.	Charts of advantages and disadvantages of each form of business organization Copies of partnership agreements and articles of incorporation available at stores selling legal forms, or from legal offices willing to assist the program

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Divide the class into groups and have each group prepare a list of items to be included in articles of partnership. Inquire if any class members have been involved in a business enterprise. Class members who have been involved with Junior Achievement or a 4-H project will be able to contribute to the discussion of business activities by sharing their experiences in forming an organization, sharing the work, and producing (and selling) a product.	
	Discuss the contents of annual reports of corporations to determine some of the characteristics of these forms of business organizations. Have the class simulate going through the steps to establish a corporation. Have the students research information and prepare reports on the various kinds of cooperatives. Request copies of brochures and annual reports of the various types of cooperatives from local sources. Role play a meeting called to form a cooperative. Invite a manager from a government-owned business and/or cooperative to discuss how methods of managing are the same or different in their organizations.	Copies of annual reports of public corporations TYPES OF COOPERATIVES 1. Producer cooperatives 2. Buying cooperatives 3. Consumer cooperatives 4. Credit unions 5. Cooperative trust companies 6. Cooperative insurance companies 7. Mutual insurance companies 8. (Other)
4. assess the suitability and effectiveness of each form of organization for different businesses.	Have the students develop charts to compare the types of business organizations: definition, ownership, liabilities, use of profits, and taxation.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Give the students a case study dealing with which form of business organization to use, and have the students analyze the advantages and drawbacks in detail. Have the students prepare a statistical listing of type and size of business establishments in Canada.	Canada Year Book, Statistics Canada, Ottawa, Ontario Manufacturing Industries of Canada: Type of Organization and Size of Establishments, Information Canada, Ottawa, Ontario
B. Multinational Corporations The student should be able to: 1. develop an awareness of the multinational corporations in the Canadian economy;	Discuss the definition of the term, multinational corporation. Have the students trace the historical development of multinational corporations in Canada. Form groups of students in the class and select one multinational corporation per group. Have students contact the head office of the corporation selected, and request background/ histories of developments.	MULTINATIONAL CORPORATION: A business organization in which the managers think globally -- coordinating and interchanging technology, production sales, and distribution among the subsidiaries and with the parent company
2. identify Canadian multinational corporations;	Have the students prepare a tabulation giving examples of the Canadian multinational corporations. Use the following headings in the tabulation: - Canadian Multinatinal Corporation - Head Office - Principal Activity - Geographical Areas of Operations Outside Canada	Canada Year Book, Statistics Canada, Ottawa, Ontario Financial Post and other newspapers
3. identify foreign multinational corporations;	Have the students prepare a similar tabulation giving examples of foreign multinational corporations with a geographical area of operation in Canada.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. assess the effect of Canadian multinational and foreign multinational corporations on Canadian business and the Canadian economy.	Emphasize the following concepts: - multinational corporations have become an important influence in international business; - multinational corporations have several desirable as well as undesirable aspects; - efforts are being made to control or regulate the activities of multinational corporations; - Canada is both a host and a home country for multinational corporations.	Business Week The Financial Times of Canada Canada Year Book (Section on International trade). Statistics Canada, Ottawa, Ontario
IV. FUNCTIONS OF BUSINESS A. Marketing Functions The student should be able to: 1. define marketing;	Discuss, using practical examples, the definition of the term marketing. Explain that marketing became an important concept and an integral part of Canadian business when the Canadian economy moved from a market for sellers to a market for buyers during the 1950's. Discuss how this coincided with shifts in population from rural to urban centres.	MARKETING: The activities that take place from the time a product/service is produced until it is consumed OR the performance of business activities that direct the flow of goods and services from producer to consumer
2. list and define marketing activities;	Have the students research, list, and define the various marketing activities. Discuss the meaning of each marketing activity: - Buying - obtaining goods to be sold. This involves finding suppliers who can provide the right goods in the right quantity and quality at a fair price and at the right time. - Selling - assisting and persuading customers to buy the goods.	Transparency Master 2, "Marketing Activities Necessary to Get Goods from Producers to Consumers"

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	- Transporting - moving goods from where they were produced/made to storage, or where the consumers can buy them. - Storing - holding goods until needed by consumers (on shelves, in storage rooms, in warehouses). - Financing - providing capital that is needed to carry out the various marketing activities. - Researching and Information Gathering - studying buyer interests and needs, testing products, and gathering facts needed to make marketing decisions. - Risk-taking - assuming the risks that may occur from fire, theft, decline in value, and other ways in which losses occur. - Grading and Standardizing - grouping goods according to size, colour, quality, etc.	
3. explain the cost of marketing;	The cost of marketing involves all of the marketing activities. The performance of the activities requires many workers, special equipment, and technology. The cost to market a product may sometimes be higher than the cost to make a product. Have the students select a number of products and estimate the cost added to the products with the performance of each marketing activity. Have the students trace the channels of distribution of a given product. Prepare samples of graphs/charts of channels of distribution.	MARKETING COSTS: The value added to finished goods when the marketing activities are integrated into distributing the goods and services

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. describe the importance of marketing to Canadian business and the Canadian economy.	Have the students research statistical information to determine the number of persons employed in sales and services occupations. Ask the students to prepare a comparative tabulation of local businesses from 1975 to the present year to indicate the number of business establishments engaged in distributive activities; and the number of businesses supporting marketing, such as transportation firms, finance companies, advertising agencies, and advertising media.	IMPORTANCE OF MARKETING 1. The creation of employment 2. The cost effectiveness of economies of scale 3. Increases in the standard of living 4. The increased availability of goods and services 5. The efficient use of resources 6. The efficient allocation of goods and services
	Have the students research to determine how the consumer's dollar is allocated to the marketing activities.	Canada Year Book, Statistics Canada, Ottawa, Ontario Business Week Financial Post
	Require the students to consult current issues of periodicals (Business Week, Financial Post) to determine recent technological advances in the marketing function of business. Have the students write a report on their findings.	Business Week Financial Post
5. Production Functions The student should be able to: 1. develop an awareness of the need for and the importance of the production function;	Discuss how the standard of living in the Canadian economic system is related to the production of goods and services. Emphasize that many people are employed in the production of goods and services.	Canada Year Book, Statistics Canada, Ottawa, Ontario TYPES OF GOODS-PRODUCING INDUSTRIES - Agriculture - Forestry - Mining - Fishing and Trapping - Manufacturing - Construction - Utilities - (Other)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Assign the students a library research project to determine: - a list of major goods-producing industries in the Canadian economy; - a list of major service-producing industries in the Canadian economy; - the number of people employed by these industries; - a description of the industries in each of the types of goods-producing and service-producing industries; - the geographical location of these business enterprises.	<u>TYPES OF SERVICE-PRODUCING INDUSTRIES</u> - Storage - Transportation - Communication - Finance - Trade/Retail - Insurance - Community Services - Real Estate - (Other)
2. define <u>production</u>;	Discuss, using practical examples, the definition of the term <u>production</u>.	<u>PRODUCTION</u>: The creation of goods and services for consumption OR the transformation of inputs from human and physical resources into outputs (goods and services) desired by consumers
3. list and define the components of the production function;	Have the students research, list and define the various components of the production function. Assign the preparation of charts/bulletin board displays/reports about the components of the production function. Work with the students to arrange tours of goods-producing and service-producing industries (farm, bakery, lumber yard, restaurant, assembly plant, television station, grain elevator, truck terminal, wholesale and retail businesses, financial institutions, appliance repair, building construction, road construction, etc.). Have the students write and/or prepare oral reports about the components of the production	<u>COMPONENTS OF PRODUCTION FUNCTION</u> 1. Research and development 2. Process design 3. Planning and scheduling 4. Materials management 5. Performance control 6. Maintenance 7. Quality checks 8. Feedback analysis

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	function noted during the tours of goods-producing and service-producing industries. Ask students to prepare flowcharts to illustrate the production functions and processes associated with the business report project.	
4. identify and explain the nature and scope of the production function in Canadian business.	Emphasize: - production processes; - productivity; - costs related to production components and processes and to productivity; - employment in the production components and processes; - relationship of the production function to the marketing function.	PRODUCTION PROCESSES 1. Extractive process 2. Analytic process 3. Fabricating process 4. Synthetic process 5. Assembly process Canada Year Book, Statistics Canada, Ottawa, Ontario.
	Discuss and assign a project to the students on "Technology and the Production Function." Have the students research current periodicals and observe businesses to obtain the following information for the research project: - advances in production procedures; - effect of technological developments on production components, production processes, productivity; - impact of technology on labour and consumers (e.g., farming, mining, assembly line in manufacturing plant, bakery, medicine, etc.); - advantages and disadvantages of technology in the production of goods and services.	Business Week Financial Post
C. Financial Functions The student should be able to: 1. develop an awareness of the need for and the importance of the financial function;	Emphasize that money is as important to Canadian business enterprises as it is to individuals, and that financial management is always important and frequently crucial to Canadian business enterprises. Discuss the relationship of money cost to business decisions, and the interaction of financial management with marketing, production, people, and technological management.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify and explain the types of financing;	Discuss the two basic types of financing available to Canadian business. Explain the differences between the two types of financing. Have the students discuss the use of short-term and long-term financing. Discuss the advantages and disadvantages of using borrowed money for business activities. (Relate to manufacturing, agriculture, small businesses that are familiar to the students.)	TYPES OF FINANCING 1. Borrowing (debt or loan capital) 2. Selling ownership (equity capital)
3. identify the major sources of funds available to Canadian businesses;	List and explain the major sources of funds. Have the students research publications, indexes, and government brochures to obtain information on the sources of funds. Invite a manager of a financial institution and a manager of a business to talk to the class on financing businesses. Read and interpret the financial page of a newspaper. Study annual reports of corporations to determine the kinds of short-term and long-term financing used by corporations.	MAJOR SOURCES OF FUNDS 1. Personal funds of individuals 2. Chartered banks 3. Other financial intermediaries 4. Trade credit 5. Selling stocks 6. Selling bonds 7. Government assistance 8. (Other) Financial pages of newspapers Annual reports of corporations
4. identify and explain the nature and scope of the financial function in Canadian businesses.	Prepare a bulletin board display of business forms and financial statements. Emphasize the use of cash flow statements, budget systems, financial statements (balance sheet and income statements). Discuss the purposes of financial statements, services of financial institutions to Canadian businesses, and the use of computers in the financial function.	Accounting textbooks Brochures from financial institutions

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
D. Management Functions The student should be able to: 1. develop an awareness of the need for and importance of management functions in Canadian businesses;	Discuss how management makes things happen in that it coordinates the marketing, production, and financial functions. Management sets goals, acquires facilities, employs workers, and puts money to work in useful ways. Describe how management efforts result in the production of goods and services for consumers to buy, and how management makes decisions and uses research to assist in solving business problems. Emphasize that management is a process and is delegated to different levels dependent upon the business organizations.	
2. define <u>management</u>;	Discuss, using practical examples, the definition of the term <u>management</u>.	<u>MANAGEMENT</u>: The process of achieving goals of an organization by utilizing people and other resources through planning, organizing, directing, and controlling
3. identify and describe the functions of management;	Explain the functions of management. Using personal examples, have students assess how they use the functions of management to solve personal problems. Have the students research information for the preparation of illustrated reports, charts, and bulletin boards on the functions of management. Define <u>planning</u>, and discuss the purpose of and devices used in preparing plans.	<u>FUNCTIONS OF MANAGEMENT</u> 1. Planning 2. Organizing 3. Directing (leading) 4. Controlling <u>PLANNING</u>: An analysis of relevant data from the present and the past, and an assessment of probable future developments so that a course of action may be determined that enables stated objectives to be met

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		PLANNING DEVICES 1. Budgets 2. Schedules 3. Standards 4. Policies 5. Procedures 6. Graphs and Charts 7. Other
	Define organizing. Discuss the use of organization charts. Describe the elements of an organization, the characteristics of a good organization, and types of organization structures.	ORGANIZING: The arrangement of work into manageable units so that objectives can be met
		CHARACTERISTICS OF A GOOD ORGANIZATION 1. Assignment of responsibilities 2. Delegation of authority 3. Evaluation of quality work 4. Practice of the unity of command 5. Maintenance of span of control
		TYPES OF ORGANIZATION STRUCTURES 1. Line organization 2. Line and staff organization 3. Staff organization 4. Committees
	Define directing. Discuss with students the leadership styles (authoritative, democratic, laissez-faire), and indicate how each serves special needs. Identify these leadership styles in organizations with which students are familiar.	DIRECTING: The action of leading, actuating, delegating, and motivating to elicit desired forms of behaviour in striving to meet stated objectives

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Define controlling, and discuss a series of steps common to the controlling function. Identify and discuss with students the ways in which organizations are controlled, the types of control measures used, and the likely results of controls having been employed.	CONTROLLING: The process to measure current standards to expected standards, and to ensure corrective action be taken to meet desired standards STEPS IN CONTROLLING 1. Deciding what should be accomplished 2. Measuring current and actual performance 3. Comparing current activity with standards 4. Taking corrective action to achieve desired future results TYPES OF CONTROLS 1. Quantity 2. Quality 3. Time 4. Cost 5. Security 6 (Other)
4. identify and describe the levels of management.	Discuss the levels of management: top management; middle or administrative management; operating or technical management Have the students identify and evaluate the differences between the various levels of management.	TOP MANAGEMENT: The level of management composed of the board of directors, president, and executives MIDDLE OR ADMINISTRATIVE MANAGEMENT: The level of management composed of general managers and criterion division managers OPERATING OR TECHNICAL MANAGEMENT: The level of management composed of department managers and persons of professional technical competence used for supervision

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
V. HUMAN RESOURCES IN BUSINESS		
A. Function of Human Resources		
The student should be able to:	Emphasize how individuals differ in physical, mental, emotional, and social characteristics. Discuss how individuals differ in their goals and aspirations. Describe how business enterprises differ in organizations, characteristics and functions, and in goals and aspirations.	
1. develop an awareness of the diversity of human talents and occupations;		
2. identify the diversity of human talents and occupations;	Have the students list two or three occupations/careers in which they are interested. Ask them to identify the talents required for each of these occupations/careers.	
3. recognize the importance of people in all the functions of business.	Review the functions of business enterprises: marketing, production, financial, and management. Have the student research references, interview business representatives, and list guest speakers to assist in determining the careers related to each of the functions of business enterprises. Emphasize that the success of any business enterprise and the success of any function of business depends on people and their talents.	Refer to case studies found in the textbook.
B. Compensation of Human Resources		
The student should be able to:	Have students discuss the fact that the monetary rewards from employment represent a "return" to people for providing services to a business organization.	Employment Law, PLEA, available at the Library, Main Floor, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
1. develop an awareness of the relationship between methods of compensation and types of work;		

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify and describe the different kinds of compensation;	Have the students identify and discuss the different ways by which business organizations compensate employees for their efforts. Refer the students to statistical information and ask them to use this information to prepare comparative tabulations about the wages and salaries paid by different categories of industrial enterprises. Emphasize the following: - Fringe benefits are employee cost items which represent some benefits to the employee at cost to the employer. - Some fringe benefits are required by law. - Costs of fringe benefits are increasing. Discuss the advantages and disadvantages of fringe benefits. Have students relate their experiences, or those of their acquaintances, with regard to how they perceive the issues of remuneration in terms of fairness.	FORMS OF EMPLOYEE COMPENSATION 1. Monetary pay 2. Fringe benefits 3. Incentive plans 4. (Other) TYPES OF MONETARY PAY 1. Wages 2. Salaries 3. (Other) FRINGE BENEFITS 1. Welfare: - health, accident, hospital and life insurance; - unemployment compensation; - retirement pensions, including Canada Pension Plan; - dental; - disability plans, including worker's compensation. 2. Payments for time not worked: - holidays (statute); - vacations; - sick pay; - travel time; - meals and rest periods; - time off for personal matters; - severance pay. 3. Others: - tuition payment; - free parking; - discounts when purchasing goods and services produced by employer; - service awards; - bonus payments; - free lodgings; - recreation facilities;

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		- free or subsidized meals; - suggestion awards; - relocation assistance; - group car and house insurance plans; - subsidized house and car purchases.
	Discuss the purposes and the advantages and disadvantages of incentive plans.	<u>INCENTIVE PLANS</u> 1. Individual incentive plans: - promotion; - commissions; - piece work payment system; - bonus; - (other). 2. Group incentive plans: - profit sharing; - stock purchase; - (other).
3. identify and describe the reasons for the different kinds and levels of compensation.	Have the students discuss and prepare reports on the reasons for the different kinds and levels of employee compensation. Have them select a job with which they are familiar and outline how they would prefer to be compensated, and why.	
C. Employment Problems The student should be able to:	Discuss the problem of matching abilities and needs of employees to the requirements and goals of business enterprises.	
1. understand that there are many and varied problems associated with employing people;		
2. identify and describe some common employment problems;	Have the students discuss, research, debate and/or prepare reports on employment problems. Provide students with current issues as the basis for class analysis and review.	Refer to newspaper and/or business periodicals.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		EMPLOYMENT PROBLEMS 1. Occupational safety and health 2. Employment in remote areas 3. Discrimination 4. Minimum wage rate 5. Work ethic 6. Job satisfaction 7. Job vacancies and unemployment 8. Mobility requirements 9. (Other)
3. identify and evaluate the common methods of employee evaluation.	Have the students research the formal and informal methods of evaluating employee performance. Discuss the importance of valid and unbiased employee evaluation, and how this is best achieved.	
D. Employer/Employee Relations The student should be able to: 1. understand the reason for the evolvement of labour unions; 2. examine the functions of labour unions;	Discuss the early history of the development of trade unions in Canada. For example, review the issues of the Winnipeg General Strike. Have the students prepare reports on the role of labour unions in society.	Trade Unions: The Canadian Experience, kit, available from the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 MAJOR FUNCTION OF LABOUR UNIONS To bargain with employers over the following items: - wages; - working conditions; - grievance procedures; - layoff schedules; - disciplinary action; - safety and health; - training programs; - other issues.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. examine the terms of a labour agreement;	Obtain a copy of a labour agreement and have the class discuss the terms.	Employment Law (PLEA) available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
4. identify and evaluate the methods used to resolve conflicts between labour and management.	Discuss the methods used to resolve conflicts between labour and management: collective bargaining, arbitration, mutual agreement. Bring to class newspaper accounts of these processes in use.	A Teacher Resource Kit for the Teaching of Industrial Relations, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
VI. CAREERS IN BUSINESS		
A. Career Exploration and Preparation		
The student should be able to:	Have the students trace the development of their changing needs and skills (abilities), by referring to the last few years of their lives. Discuss how this development relates to career plans.	Career Development -- Education for Living, kit, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
1. understand that career preparation is an on-going process;		
2. assess personal abilities, aptitudes, and possible career interests;	Have the students prepare inventories of their personal abilities and aptitudes and match these inventories to their career interests.	
3. identify career requisites for various types of business enterprises;	Discuss and have the students prepare charts/ posters/bulletin board displays of career opportunities.	
	Attempt to obtain guest speakers from colleges/ universities.	
	Ask the students to prepare lists of skills, abilities, and educational requirements for these career opportunities by reading the requirements in advertisements or job descriptions.	Canadian Classified Dictionary of Occupations, Statistics Canada, Ottawa, Ontario

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. evaluate the relationship of personal talents and interests to career opportunities in various types of business organizations.	Explain and assign career projects for the students. For example, ask them to identify a career objective they would like to attain in 10 to 12 years; indicate the major duties, places of employment, training qualifications, working conditions, and employment outlook; and relate their personal qualifications, such as education, aptitudes, skills and personality, to the requirements of the selected career. Have the students interview a person who is working in the selected career, to learn firsthand about the requirements and responsibilities of the career, and then prepare a concise, well-organized paper.	Career Decision, Finding, Getting and Keeping a Job, kit available from the Library, Department of Education, Winnipeg, Manitoba R3G 0T3
B. Job-Search Techniques The student should be able to:	Have the students research and list job placement services.	JOB PLACEMENT SERVICES 1. School guidance counsellors 2. Canada Manpower 3. Civil Service Commission 4. Private placement agencies 5. Newspapers, periodicals 6. (Other)
1. identify job placement services;	Assign the preparation of a bulletin board display on job placement which illustrates the sources of placement assistance, steps to follow in searching for a job, interviewing techniques, and how to assess one's suitability to the job.	
2. prepare a personal resumé and a letter of application;	Discuss and have the students prepare a personal resumé and a letter of application in answer to an advertisement selected from a newspaper. Emphasize the format for both the resumé and the letter of application.	Refer to Typewriting and Office Procedures textbooks, and the newspaper.
3. fill in an application form for employment.	Collect examples of application forms from local employers. Have the students complete the employment application forms in drill and practice exercises. Be sure to invalidate the forms.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VII. GOVERNMENT AND BUSINESS A. Government Involvement The student should be able to: 1. identify and explain the types of government involvement in business; 2. give examples of the regulations of government at each level that encourage, restrict, and protect business.	Have the students list the levels of government in Canada. Discuss the relationships between levels of government and the relationship of each level of government to all types of business. Have students research the local community to determine the nature of government involvement in the businesses located in the community (include agriculture). Contact local government agencies and request brochures that outline the services that they provide. Obtain guest speakers from business and from government agencies and ask them to speak to the class. Research the library references to obtain information about provincial and federal regulations that encourage, restrict, and protect business. Request the students to prepare reports and bulletin board displays for the research projects.	LEVELS OF GOVERNMENT 1. Federal 2. Provincial/Territorial 3. Municipal 4. City/town/village Refer to newspapers and periodicals.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VIII. BEGINNING AND MANAGING A SMALL BUSINESS		
A. Economic Function of a Small Business		
The student should be able to:	Have the students define small business and prepare a list of small businesses in the community.	SMALL BUSINESS: One that is owned by a sole proprietor, partners, or a limited company, and is able to generate less than one million dollars revenue per year
1. develop an awareness of the economic function of a small business;	Research the library references to obtain statistical information about the number of small businesses located in Manitoba and in Canada.	Canada Year Book, Statistics Canada, Ottawa, Ontario Library indexes Telephone directory City directory
2. identify and explain the economic function of a small business.	Explain the way in which each small business serves the community (local, provincial, and federal) with goods and services. Have students list the advantages of small businesses in rural and in urban communities.	
	Prepare a chart to trace the flow of funds from consumers to small businesses in the community, through the purchasing of good and services, and from small businesses in the community to their employees, through salaries and wages.	Transparency Master 3, "Circular Flow of Funds"
	Small businesses are an important part of the Canadian business enterprise system. They provide individuals with the opportunity to manufacture a product or provide a service needed by others. Small businesses contribute to the maintenance of business competition as well as provide employment opportunities.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Advantages and Disadvantages of Small Businesses The student should be able to: 1. identify the advantages and disadvantages of small businesses; 2. discuss the advantages and disadvantages of small businesses.	List the advantages and disadvantages of small businesses. Have the students prepare charts/ bulletin board displays of the advantages/ disadvantages. Interview or invite owners of small businesses to visit the class to discuss the advantages and disadvantages of small businesses.	ADVANTAGES OF SMALL-BUSINESS OWNERSHIP 1. Personal challenge 2. Job satisfaction 3. Independence 4. Economic security 5. Community status 6. Chance of good income 7. Market close at hand 8. Loyalty from customers 9. Ease of adjustment to some change in business environment 10. (Other) DISADVANTAGES OF SMALL-BUSINESS OWNERSHIP 1. Burden of all the responsibility 2. Constant need for solving problems and making decisions 3. Irregularity of income 4. Liklihood of long hours of work 5. Difficulty in competing with large businesses 6. Frequent shortage of capital 7. Limited expertise resources 8. (Other)
C. Assistance Programs The student should be able to: 1. identify and explain assistance programs available for small businesses.	List and discuss the types of assistance available to establish and support small businesses. Invite guest speakers from business and government agencies that provide assistance for small businesses.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Have the students prepare reports on the types of assistance that small business operators would like to have. Include rationale that would match the type of assistance with the type of problem that was being faced by the business enterprise.	SOURCES OF ASSISTANCE FOR SMALL BUSINESSES 1. Banks and credit unions 2. Venture capital companies 3. Federal Department of Industry, Trade and Commerce 4. Ministry of State for Small Business 5. Federal Business Development Bank 6. Counselling assistance to small enterprises 7. Small Business Loans Act 8. Provincial development corporations
D. Management Practices The student should be able to: 1. identify and explain the management practices for a small business.	Have the students research and prepare a report on the management practices for a small business. Invite a guest speaker (from local small business) to speak to the class.	
E. Establishing a Small Business The student should be able to: 1. prepare plans to establish a small business.	Assign a continuing and/or culminating project on the topic, "Beginning and Managing a Small Business." Provide students with a format to follow in preparing a research report. Depending upon the ability of the pupil, have students provide a rationale for their business proposal, the ways and means to start the business venture, and an outline of how the business would be managed.	Minding Your Own Business Series, Federal Business Development Bank, P.O. Box 6021, Montreal, Quebec H3C 3C3 Small Business News, Federal Business Development Bank, P.O. Box 6021, Montreal, Quebec H3C 3C3 Small Business is Good Business, Canadian Federation of Independent Business

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		C.M. Siegel, How to advertise and Promote Your Small Business. Toronto, John Wiley and Sons, Inc., 1978. David M. Brownstone, Successful Selling Skills for Small Business. Toronto, John Wiley and Sons, Inc., 1978. William L. Siegel, People Management for Small Business. Toronto, John Wiley and Sons, Inc., 1978. Starting a Small Business in Manitoba? A Guide to the Basic Legal Requirements. Manitoba Department of Industry and Commerce, Winnipeg, Manitoba. Canadian Small Business Series. Macmillan of Canada, 1978. A series of 10 books on Canadian small business. Rein Peterson, Small Business: Building a Balanced Economy. Erin, Ont., Press Procepic, Ltd., 1977.

CORRELATION OF COURSE CONTENT WITH SUPPORT MATERIALS

COURSE CONTENT	APPROVED TEXTBOOKS: Preshing, W. A. Business Management in Canada: An Introduction	APPROVED TEXTBOOKS: Sexty, R. W. Issues in Canadian Business	OTHER REFERENCES
I. EVOLUTION OF THE ECONOMIC SYSTEM			
A. Historical Development of Business Activities	Suggested Resources	Suggested Resources	Lynn, G.M.A., and Acland, C.O. Business Organization and Management. Scarborough, Ont.: McGraw-Hill, 1966. Ch. 3.
B. Social and Economic Development of Humanity	Suggested Resources	Suggested Resources	
II. CANADIAN ECONOMY			
A. Historical Development	Chapter 2	Chapter 1	Lynn and Acland, Ch. 3.
B. Present Canadian Economy	Chapters 2, 43, 47	Chapter 2	MacDonald, A.H., et al. The World of Economics. Toronto, Ont.: McGraw-Hill Ryerson, 1979.
III. BUSINESS ORGANIZATIONS			
A. Forms of Business Organizations	Chapter 5	Chapter 3 The Stories of Paul's Pizza Palace. (case study)	Lynn and Acland, Ch. 4 Newman, Peter C. The Canadian Establishment; Volume One. Toronto, Ont.: McClelland and Stewart, 1975.
B. Multinational Corporations	Chapter 43	Chapter 6	Fitzgerald, Patricia, et al. Business: Its Nature and Environment. Canadian ed. Agincourt, Ont.: Gage Publishing, 1979. Ch. 4, 5, 28.

COURSE CONTENT	APPROVED TEXTBOOKS: Preshing, W. A. Business Management in Canada: An Introduction	APPROVED TEXTBOOKS: Sexty, R. W. Issues in Canadian Business	OTHER REFERENCES
			Everard, Kenneth E., and Shilt, Bernard A. Business Principles and Management. 7th ed. Agincourt, Ont.: Gage Publishing, 1979. Ch. 5, 6.
IV. FUNCTIONS OF BUSINESS			
A. Marketing Function	Chapters 13-18	Chapters 12-16	Lynn and Acland, Ch. 6-7, 11-13, 16
B. Production Function			Fitzgerald et al., Ch. 6-8, 17-22
C. Financial Function			Everard and Shilt, Ch. 3, 7-10, 12-17, 24-25.
D. Management Function			
V. HUMAN RESOURCES IN BUSINESS			
A. Function of Human Resources	Chapter 9	Chapters 7, 8	Fitzgerald et al., Ch. 13-15
B. Compensation of Human Resources	Chapter 28	Chapter 9	Lynn and Acland, Ch. 14 Everard and Shilt, Ch. 20-23
C. Employment Problems	Chapters 27, 30	Chapter 11	
D. Employer/Employee Relations	Chapter 29	Chapter 10	
VI. CAREERS IN BUSINESS			
A. Career Exploration and Preparation	Chapter 37	Chapter 1	Fitzgerald et al. Appendix 4.
B. Job-Search Techniques	Suggested Resources	Suggested Resources	
VII. GOVERNMENT AND BUSINESS			
A. Government Involvement	Chapter 3	Chapter 25	Lynn and Acland, Ch. 8 Fitzgerald et al., Ch. 26, 27

COURSE CONTENT		APPROVED TEXTBOOKS		OTHER REFERENCES
		Preshing, W. A. Business Management in Canada: An Introduction	Sexty, R. W. Issues in Canadian Business	
VIII.	BEGINNING A SMALL BUSINESS			
	A. Economic Function of a Small Business	Suggested Resources	Chapter 4	Fitzgerald et al., Appendix B.
	B. Advantages and Disadvantages of Small Businesses	Suggested Resources	Chapter 4	
	C. Assistance Programs	Chapter 9	Chapter 22	
	D. Management Practices	Suggested Resources	Chapter 4	
	E. Establishing a Small Business	Suggested Resources	Chapter 4	

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			Everard, Kenneth E., and Shilt, Bernard A. Business Principles and Management. 7th ed. Agincourt, Ont.: Gage Publishing, 1979. Ch. 5, 6.
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B. Production Function			
C. Financial Function			
D. Management Function			
V. HUMAN RESOURCES IN BUSINESS			
A. Function of Human Resources	Chapter 9	Chapters 7, 8	Fitzgerald et al., Ch. 13-15 Lynn and Acland, Ch. 14 Everard and Shilt, Ch. 20-23
B. Compensation of Human Resources	Chapter 28	Chapter 9	
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B. Advantages and Disadvantages of Small Businesses	Suggested Resources	Chapter 4	
C. Assistance Programs	Chapter 9	Chapter 22	
D. Management Practices	Suggested Resources	Chapter 4	
E. Establishing a Small Business	Suggested Resources	Chapter 4	

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"Canadian Business." (Magazine) CB Media Ltd., 1080 Beaver Hall Hill, Montreal, Quebec H2Z 1T2.

"Canadian Consumer." Consumers Association of Canada, Ste. 200 First Ave., Ottawa, Ontario K1S 5J3.

"Canadian Labour." (Journal of the Canadian Labour Congress) 2841 Riverside Drive, Ottawa, Ontario K1V 8X7.

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"Globe and Mail Report on Business." Globe and Mail Ltd., 444 Front St. W., Toronto, Ontario M5V 2S9.

"Investment Dealers' Association of Canada." Canadian Daily Quotation Service Ltd., Box 518, Station K, Toronto, Ontario M4P 2G9.

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Manitoba Department of Education Library, Main Floor,
1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.

Film Library, Department of Economic Development and Tourism,
7th Floor, 155 Carlton St., Winnipeg, Manitoba R3C 3H8.

National Film Board, Film Library, 674 St. James St.,
Winnipeg, Manitoba R3G 3J5.

Modern Talking Picture Service, 143 Sparks Ave.,
Willowdale, Ontario M2H 2S5

Pamphlets - Sources

Chartered Banks, Federal and Provincial Government Departments
and Credit Unions

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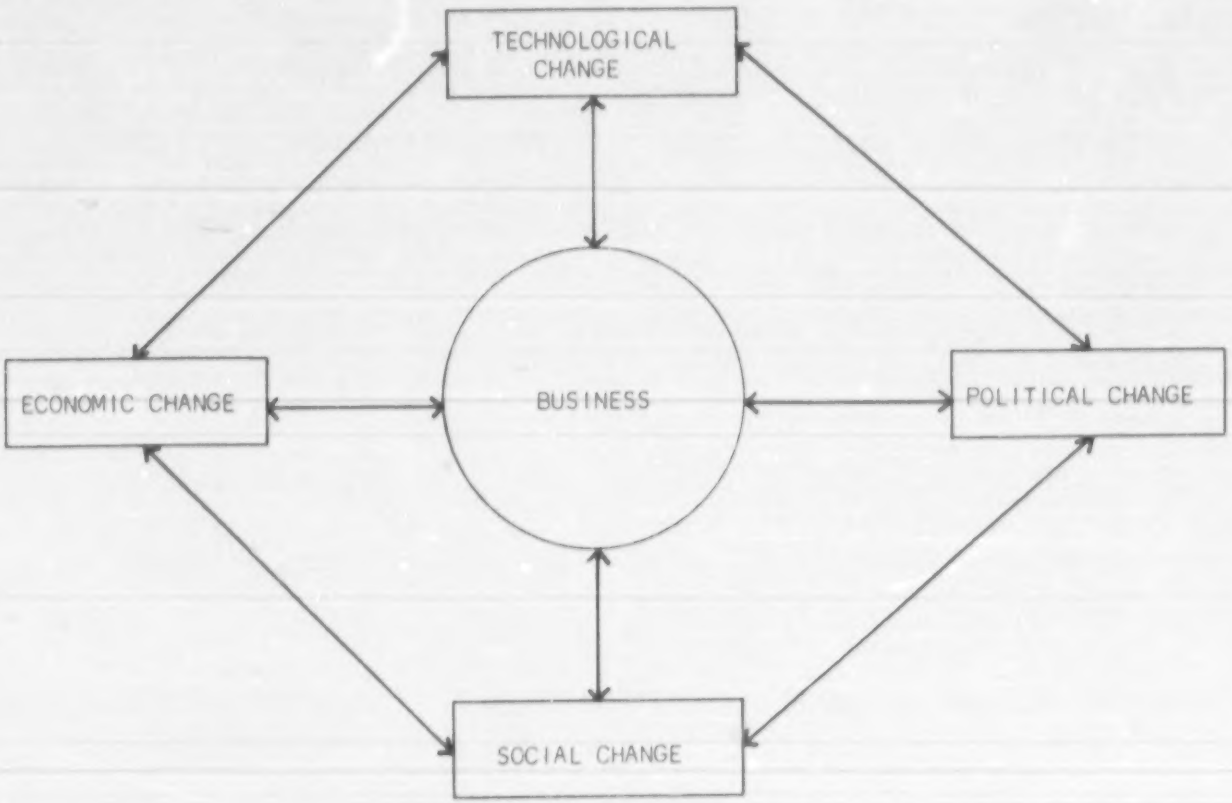

Transparency Master 1

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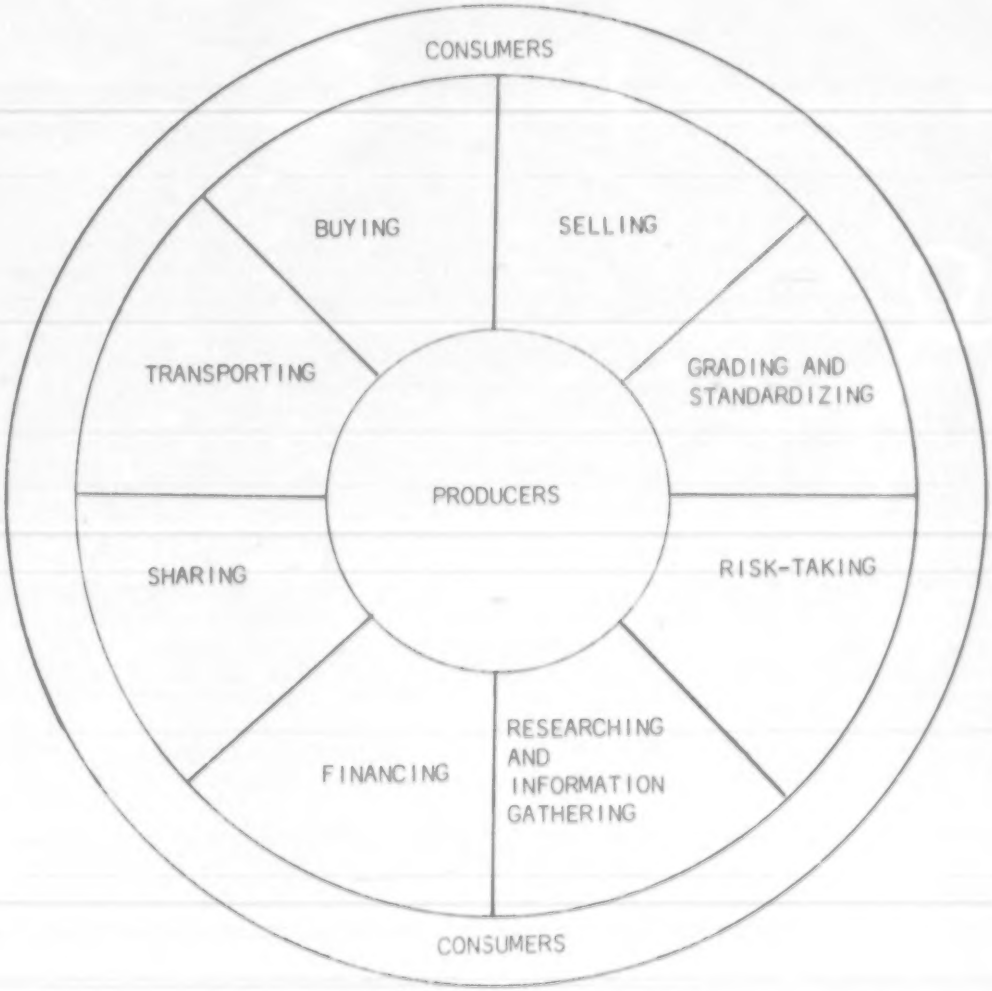

MARKETING ACTIVITIES NECESSARY TO GET GOODS FROM PRODUCERS TO CONSUMERS

CIRCULAR FLOW OF FUNDS

Transparency Master 3